



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5344</b>	<b>School Law</b>	<b>15 Hours</b>

Description of the Assignment/Performance Tasks (see Appendix I)	<b>School Law:</b> Identify and understand legal & policy dimensions of education. Analyze various statutes and school laws. Apply knowledge to scenario-based problems throughout the course.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the</li> </ol>	<p>During the EDLD 5344 course, I learned as a leader, you must document everything in order to protect yourself and your school. As Dr. Hopson stated, “Document, document, document!” (Hopson, 2011, [video file]). I also learned how to deal with student management related issues and explored various viewpoints that leaders possess.</p> <p>When evaluating all the student-management issues that were discussed throughout this course, the most relevant one to me is the No Child Left Behind (NCLB). NCLB is something I deal with on a daily basis as the Campus Test Coordinator and RTI CILT Representative. The knowledge that I gained in this course regarding NCLB is knowledge that I am going to pass on to my colleagues.</p> <p>No Child Left Behind (NCLB) is something I deal with on a daily basis at my campus. I often find myself having to be an advocate for the students when it comes to implementing the mandates that are embedded within NCLB. I find myself reiterating the positive aspects of NCLB to my colleagues, because many of my colleagues feel like NCLB has negatively affected our student achievement. Many educators feel the “least restrictive” environment requirement of the law restricts non-disabled or non-</p>

<p>relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-</p>	<p>sped students from receiving instruction that is more rigorous. Teachers have stated, “NCLB should be No Teacher Left Behind (NTLB).” The constraints and requirements of NCLB seem to make teachers focus more on their inclusion students and IEP requirements instead of their gifted students. It is very frustrating to have such a vast amount of learning levels in one classroom and be expected to differentiate instruction for all levels within one class period. Our campus does not have any self-contained elementary classes, so most teachers see 70 students in one day. I think it is easier to differentiate instruction in elementary when you are self-contained or when you ability group your departmentalized classes.</p> <p>“No short summary can adequately provide school personnel with all the information necessary to fully understand the requirements of IDEIA 2004 and questions regarding implementation of the new law remain” (Hyatt, 2007, p.136). This is how many people on my campus feel about IDEA, NCLB, and RTI. They feel like they are not adequately prepared or fully understand how to implement instruction that is capable of teaching “all” children without leaving any of them behind. As a leader, it is my responsibility to provide training and resources that allow my staff to feel they are capable of teaching “all” students. By providing my staff with the resources and training that they need in order to comply with the NCLB mandates, my students will benefit both emotionally and academically.</p> <p>The “value inculcation” viewpoint is something that must be instilled in order to create productive citizens. Public education must empower children to become active participants in a global community. Educators should provide students with the values and tools needed to become productive citizens. In today’s society, children are exposed to detrimental circumstances that include poverty, abuse, and neglect. As educators, we have to instill values that will allow all stakeholders to have a common goal of improving students’ lives. In order to improve students’ lives, we must also strive to improve the circumstances within the community.</p> <p>As a leader, I think I will continue to use my balanced approach on educational viewpoints. I think having an open-mind and understanding the values of the community will allow you to get more community support. At the same time, I think it is important to stay within the legal realm of all viewpoints. As a leader, I think the community will respect your “marketplace” decisions if you are seen as a fair and ethical person. It is important for the community to feel that you will support them on their values as long as their “value inculcation” is within the scope of the law.</p>
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<p>Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>Hopson, M. (2011). <i>Teacher Expression</i> [video file]. (Available from Lamar University, 4400 MLK Boulevard, P.O. Box 10009, Beaumont, Texas 77710)</p> <p>Hyatt, K.J. (2007). The new IDEA: Changes, concerns, and questions. <i>Intervention in School and Clinic</i>, 42(3), 131-136.</p> <p>Wikipedia. (2011, November 01). <i>Tinker vs. Des Moines independent community school district</i>. Retrieved on November 3, 2011 from <a href="http://en.wikipedia.org/wiki/Tinker_v._Des_Moines_Independent_Community_School_District">http://en.wikipedia.org/wiki/Tinker_v._Des_Moines_Independent_Community_School_District</a></p>
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